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ABSTRACT

This guide contains 45 program standards for the electrical distribution program conducted in technical institutes in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

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ELECTRICAL DISTRIBUTION PROGRAM STANDARDS

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One CNN Center
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ELECTRICAL DISTRIBUTION PROGRAM STANDARDS

Thomas E. Kirkpatrick,
Electrical Distribution Standards
Development Director

University of Georgia
College of Education
Department of Vocational Education
Athens, Georgia

Dr. Richard Lynch, Department Head
Dr. Sheila S. Squires, Projects Director
Ted Brown, Projects Coordinator
Melissa Griffin, Publications Specialist

ACKNOWLEDGEMENTS

The development of Electrical Distribution program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Russell Meade contributed significantly to the initial effort to develop standards for all programs. Patt Stonehouse, Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

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We extend sincere thanks to each member of the Board's Standards Committee below.

Judy Hulsey
Carrollton

Jack Patrick
Augusta

Dorothy Pelote
Savannah

Louis Rice
Atlanta

Walter Sessoms, Chairman
Atlanta

Costelle Walker
Atlanta

Without the close cooperation of the electrical power industry in Georgia, this program standard would not have been possible. Specifically, we acknowledge the efforts of the Georgia Electrification Council and its membership, as well as Georgia technical institutions, for their generous contribution of management and technical expertise. We would like to recognize and thank each member of the Electrical Distribution program State Technical and Occupational Working Committees for their invaluable contribution to the development of the program standards.

Benny Bagwell
Jackson EMC

Cecil Beggs
Georgia Electrification Council

Tom Chandler
Pine Mountain, GA

Marshall J. Collins
Associated Utilities Services, Inc.

Phillip Combs
Floyd S. Pike Electrical Contractor

Kelly Cornwell
City of Calhoun

Peter Dall
Cobb EMC

Glenn Dobson
Floyd S. Pike Electrical Contractor

Harold Harbin
Jackson EMC

Neal Hayslip
Crisp County Power Commission

David Hudson
City of Elberton

Lamon Kinsey
North Georgia Technical Institute

Jack L. Lacey
Georgia Power Company

Dennis Moody
Selcat, Inc.

Lamar Norman
Colquitt EMC

James Norsworthy
City of LaGrange

Gene Parson
Marietta Board of Lights and Water

Duren Payne
Oconee EMC

Bob Pirkle
Marable-Pirkle, Inc.

Cameron Shepard
Carroll EMC

Steve Timmons
Amicalola EMC

Damon Wilbanks
Jackson EMC

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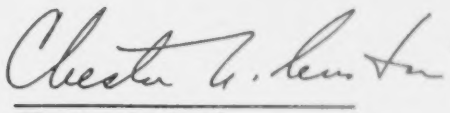
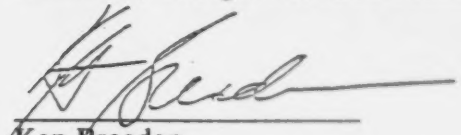


Chester A. Austin
Chairman, Georgia Board of Technical and Adult Education



Ken Breeden
Commissioner, Georgia Department of Technical and Adult Education

ELECTRICAL DISTRIBUTION PROGRAM STANDARDS

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections, each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets, each set being divided by a dash.

Example: 03-04-05...
03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).
04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard, refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

ELECTRICAL DISTRIBUTION

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Electrical Distribution program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Electrical Distribution program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Electrical Distribution program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Electrical Distribution program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Electrical Distribution program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Electrical Distribution program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The philosophy of the Electrical Distribution program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Electrical Distribution program reflects a desire to achieve educational excellence.

The philosophy of the Electrical Distribution program reflects a commitment to meet the needs of business and industry.

ELECTRICAL DISTRIBUTION

The philosophy of the Electrical Distribution program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Electrical Distribution program is approved by the administration of the institution.

ELECTRICAL DISTRIBUTION

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Electrical Distribution program are expressed in the following statements.

Electrical Distribution is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Electrical Distribution program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Electrical Distribution program is founded on the value attributed to individual students, the electrical distribution profession, and technical education.

The Electrical Distribution program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well grounded in the fundamentals of electrical distribution theory and application and are prepared for employment and subsequent upward mobility.

The Electrical Distribution program provides the student with the necessary knowledge and skills to adapt to a variety of positions in the rapidly changing electrical distribution field. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Electrical Distribution program must promote the concept of change as the profession evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in the electrical distribution field.

ELECTRICAL DISTRIBUTION

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Electrical Distribution program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Electrical Distribution program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Electrical Distribution program is to meet community and employment market needs for education in electrical distribution.

Evaluative Criteria

The Electrical Distribution program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Electrical Distribution program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Electrical Distribution program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Electrical Distribution program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Electrical Distribution program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Electrical Distribution program is approved by the administration of the institution.

ELECTRICAL DISTRIBUTION

PURPOSE

The purpose of the Electrical Distribution program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the electrical distribution field.

The Electrical Distribution program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Electrical Distribution program is intended to produce graduates who are prepared for employment as distribution powerline apprentices. Program graduates are to be competent in the general areas of communications, math, and interpersonal relations.

Graduates are to be competent in basic occupational and safety-related skills. Because the state's providers of electrical service utilize both overhead and underground distribution systems, graduates of the Electrical Distribution program will be competent to construct, maintain, and repair both overhead and underground electrical distribution systems.

ELECTRICAL DISTRIBUTION

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Electrical Distribution program.

Explanatory Comment

A statewide goals statement is developed and provided for the Electrical Distribution program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Electrical Distribution program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Electrical Distribution program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Electrical Distribution program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Electrical Distribution program are in accordance with the philosophy and purpose of the program.

The goals of the Electrical Distribution program reflect a desire to provide exemplary occupational/technical education.

The goals of the Electrical Distribution program reflect a commitment to assisting students to achieve successful employment in the electrical distribution field.

The goals of the Electrical Distribution program are the basis for the development of program objectives.

The goals of the Electrical Distribution program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

ELECTRICAL DISTRIBUTION

The goals statement of the Electrical Distribution program is approved by the administration of the institution.

ELECTRICAL DISTRIBUTION

GOALS
(Process)

The goals of the Electrical Distribution program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality electrical distribution education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent practitioners in the electrical distribution field.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Electrical Distribution program graduates.

ELECTRICAL DISTRIBUTION

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Electrical Distribution program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Electrical Distribution program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Electrical Distribution program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Electrical Distribution program objectives statement is developed by the program faculty, administration, and the program advisory committee.

An essential objective of the Electrical Distribution program is to prepare students for successful employment in the electrical distribution field.

The objectives of the Electrical Distribution program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Electrical Distribution program is student achievement of identified exit point competencies.

The objectives of the Electrical Distribution program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The objectives statement of the Electrical Distribution program is approved by the administration of the institution.

ELECTRICAL DISTRIBUTION

OBJECTIVES
(Process)

The objectives of the Electrical Distribution program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

ELECTRICAL DISTRIBUTION

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Electrical Distribution program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Electrical Distribution program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Electrical Distribution program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Electrical Distribution program.

Electrical Distribution program philosophy, purpose, goals, and objectives statements are used by student personnel services to aid in recruiting and placing students.

ELECTRICAL DISTRIBUTION

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Electrical Distribution program are evaluated.

Explanatory Comment

The evaluation of the Electrical Distribution program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Electrical Distribution program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Electrical Distribution program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Electrical Distribution program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Electrical Distribution program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Electrical Distribution program results in revision, as needed.

ELECTRICAL DISTRIBUTION

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Electrical Distribution program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Evaluative Criteria

The requirements for admission to the Electrical Distribution program are:
a) attainment of 17 or more years of age;
b) achievement of the 8th grade level in reading, English, and math as shown on a statistically validated test; and
c) completion of application and related procedures.

Admission of transfer students to the Electrical Distribution program is contingent upon their meeting the following requirements:
a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

ELECTRICAL DISTRIBUTION

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Electrical Distribution program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Evaluative Criteria

Provisional admission to the Electrical Distribution program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Electrical Distribution program are:
a) attainment of 17 or more years of age;
b) achievement of the 7th grade level in reading, English, and math as shown on a statistically validated test; or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

All Electrical Distribution program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

ELECTRICAL DISTRIBUTION

ADMISSIONS
(Recruitment)

Standard Statement

The Electrical Distribution program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Electrical Distribution program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Electrical Distribution program and institution enrollments.

The recruitment effort of the Electrical Distribution program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Electrical Distribution program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Electrical Distribution program, and the potential benefits of program completion.

A written description of the admission requirements and procedures, tuition fees, and other costs of the Electrical Distribution program is made available to potential students.

ELECTRICAL DISTRIBUTION

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Electrical Distribution program is conducted.

Explanatory Comment

The admission requirements of the Electrical Distribution program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Electrical Distribution program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Electrical Distribution program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Electrical Distribution program admission changes to the Georgia Board of Technical and Adult Education, as needed.

Standard Number:
52-03-01

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Electrical Distribution program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and elective courses.

Evaluative Criteria

The Electrical Distribution program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Electrical Distribution program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Electrical Distribution program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Electrical Distribution program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Electrical Distribution program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma/degree program is the basis for consistent program identification.

Evaluative Criteria

The Electrical Distribution program is assigned a (PGM) CIP code of (PGM) 46.0303 and is consistent with all other programs throughout the state which have the same CIP code.

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The Electrical Distribution program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Evaluative Criteria

The Electrical Distribution program is assigned a CIP code of (PGM) 46.0303 and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) Program Title

Electrical Distribution

b) Program Description

The Electrical Distribution program prepares students for employment in a variety of positions in today's electrical distribution field. The Electrical Distribution program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Additionally, the program provides opportunities to upgrade present knowledge and skills or to retrain in the area of electrical distribution. Program graduates receive an Electrical Distribution diploma which qualifies them as distribution powerline apprentices.

ELECTRICAL DISTRIBUTION

c) Essential Courses — Credits

1) Essential General Core Courses — 13

ENG 100	English	5
MAT 101	General Mathematics	5
PSY 100	Interpersonal Relations and Professional Development	3

2) Essential Fundamental Occupational Courses — 32

ELD 101	Introduction to Electrical Distribution	6
ELD 102	Safety for Electrical Distribution	6
ELD 103	Fundamentals of Electrical Distribution	6
ELD 104	Electrical System Maps, Schematics, and Symbols	2
ELD 105	Wiring for Electrical Distribution	3
ELT 102	Electricity Principles	9

3) Essential Specific Occupational Courses — 28

ELD 106	Powerline Construction, Maintenance, and Repair	7
ELD 107	Transformers	6
ELD 108	Underground Residential and Commercial Distribution	5
ELD 109	Advanced Electrical Distribution	5
XXX xxx	Occupational or Occupationally Related Electives	5

d) Program Final Exit Point

Distribution powerline apprentice

e) Credits Required for Graduation

73 minimum quarter hour credits required for graduation

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Electrical Distribution program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

Evaluative Criteria

The faculty of the Electrical Distribution program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Electrical Distribution program exit point, documented by a diploma, is distribution powerline apprentice.

Electrical Distribution program potential exit points include, but are not limited to, electrical distribution groundworker and equipment operator.

The institution documents completion of Electrical Distribution exit points with a transcript.

Graduation from the Electrical Distribution program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Electrical Distribution program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Electrical Distribution program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Electrical Distribution program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Electrical Distribution program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Electrical Distribution program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Electrical Distribution course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designated course titles and course identification codes of the Electrical Distribution program.

ELD	101	Introduction to Electrical Distribution
ELD	102	Safety for Electrical Distribution
ELD	103	Fundamentals of Electrical Distribution
ELD	104	Electrical System Maps, Schematics, and Symbols
ELD	105	Wiring for Electrical Distribution
ELD	106	Powerline Construction, Maintenance, and Repair
ELD	107	Transformers
ELD	108	Underground Residential and Commercial Distribution
ELD	109	Advanced Electrical Distribution
ELT	102	Electricity Principles
ENG	100	English
MAT	101	General Mathematics
PSY	100	Interpersonal Relations and Professional Development

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (l) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

ELECTRICAL DISTRIBUTION

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

ELECTRICAL DISTRIBUTION

Courses in the Electrical Distribution program include:

ELD 101 - INTRODUCTION TO ELECTRICAL DISTRIBUTION

Provides an overview of employment characteristics, opportunities, and responsibilities; work-related attitudes; and potential health and safety hazards associated with the electrical distribution field. Laboratory experiences are included in tool identification and basic ropecraft. Topics include: job characteristics and responsibilities, skill requirements, potential health and safety hazards, employment opportunities, attitudes toward work, alcohol and drug abuse, tool identification, and basic rope handling.

Competency Areas	Hours
- Job Characteristics and Responsibilities	Class/Week - 5
- Skill Requirements	D.Lab/Week - 1
- Potential Health and Safety Hazards	P.Lab/Week - 4
- Employment Opportunities	Credit - 6
- Attitudes Toward Work	
- Alcohol and Drug Abuse	
- Tool Identification	
- Basic Rope Handling	

Prerequisite: Provisional admission

ELECTRICAL DISTRIBUTION

ELD 102 - SAFETY FOR ELECTRICAL DISTRIBUTION

Introduces potential hazards related to the use and distribution of electricity. Emphasis is placed on how electrical shock or electrocution occurs; methods of shock prevention such as clearance, cover-up, and grounding; treatment for victims of electrical shock; federal and state regulations relating to the field; first aid techniques; considerations relating to safe vehicle operation; and attitudes that support safe work practices. Topics include: potential hazards of electricity and electrical shock prevention; care and safe use of tools, equipment, and personal protective equipment; first aid and cardiopulmonary resuscitation certification; the Right-To-Know Law and the Material Safety Data Sheet; worksite setup; the National Electrical Safety Code (N.E.S.C.); survey of pole-top, bucket truck, and manhole rescue techniques; and vehicle operation regulations, licensure requirements, and safety; and hand signals.

Competency Areas	Hours
- Potential Hazards of Electricity and Electrical Shock Prevention - Care and Safe Use of Tools, Equipment, and Personal Protective Equipment - First Aid and Cardiopulmonary Resuscitation Certification - Right-to-Know Law and the Material Safety Data Sheet - Worksite Setup - National Electrical Safety Code (N.E.S.C.) - Survey of Pole-Top, Bucket Truck, and Manhole Rescue Techniques - Vehicle Operation Regulations, Licensure Requirements, and Safety - Hand Signals	Class/Week - 5 D.Lab/Week - 1 P.Lab/Week - 4 Credit - 6

Prerequisites/Corequisites: ELD 101, ELT 102

ELECTRICAL DISTRIBUTION

ELD 103 - FUNDAMENTALS OF ELECTRICAL DISTRIBUTION

Introduces electrical distribution practices and procedures. Topics include: identification and applications of materials and components, rope handling and rigging, manual pole handling, pole climbing and inspection, and safety.

Competency Areas	Hours
- Materials and Components	Class/Week - 4
- Rope Handling and Rigging	D.Lab/Week - 1
- Manual Pole Handling	P.Lab/Week - 8
- Pole Climbing and Inspection	Credit - 6
- Safety	

Prerequisites/Corequisites: ELD 101, ELD 102, ELT 102

ELD 104 - ELECTRICAL SYSTEM MAPS, SCHEMATICS, AND SYMBOLS

Introduces electrical symbols and their meaning in electrical distribution system maps, electrical schematics, and diagrams. Topics include: system map reading, electrical symbols and schematic diagrams, and component identification.

Competency Areas	Hours
- System Map Reading	Class/Week - 2
- Electrical Symbols and Schematic Diagrams	P.Lab/Week - 1
- Component Identification	Credit - 2

Prerequisites/Corequisites: ELD 101, ELT 102

ELECTRICAL DISTRIBUTION

ELD 105 - WIRING FOR ELECTRICAL DISTRIBUTION

Introduces electrical distribution wiring practices and procedures. Topics include: National Electrical Code, electrical connections, and wiring safety.

Competency Areas	Hours
- National Electrical Code	Class/Week - 3
- Electrical Connections	P.Lab/Week - 2
- Wiring Safety	Credit - 3

Prerequisites/Corequisites: ELD 101, ELT 102

ELD 106 - POWERLINE CONSTRUCTION, MAINTENANCE, AND REPAIR

Introduces powerline construction, maintenance, and repair techniques. Topics include: rope handling and rigging for powerline construction and repair, pole framing and installation, line conductors and insulators, pole and line hardware installation, protective grounding and equipment grounding, energizing and de-energizing circuits and other equipment, introduction to bucket and digger/derrick truck operations and maintenance, and powerline construction and maintenance safety.

Competency Areas	Hours
- Rope Handling and Rigging	Class/Week - 5
- Pole Framing and Installation	D.Lab/Week - 1
- Line Conductors and Insulators	P.Lab/Week - 8
- Hardware Installation	Credit - 7
- Protective Grounding and Equipment Grounding	
- Circuit Energizing and De-Energizing	
- Bucket and Digger/Derrick Truck Operations and Maintenance	
- Powerline Construction and Maintenance Safety	

Prerequisites: ELD 102, ELD 103, ELD 104, ELD 105

ELECTRICAL DISTRIBUTION

ELD 107 - TRANSFORMERS

Provides instruction on the theory, operation, installation, and banking of specific types of transformers. Emphasis will be placed on National Electrical Code requirements related to the installation of transformers. Topics include: transformer theory; types of transformers, such as dual voltage transformers, autotransformers, buck-boost transformers, and single- and three-phase step-down transformers; National Electrical Safety Code requirements; three-phase power systems; transformer installation, connections, and banking; and transformer safety and disposal of hazardous materials.

Competency Areas	Hours
- Transformer Theory	Class/Week - 4
- Types of Transformers	D.Lab/Week - 2
- National Electrical Safety Code Requirements	P.Lab/Week - 4
- Three-Phase Power Systems	Credit - 6
- Transformer Installation, Connections, and Banking	
- Transformer Safety and Disposal of Hazardous Materials	

Prerequisites: ELD 102, ELD 105, ELT 102

ELECTRICAL DISTRIBUTION

ELD 108 - UNDERGROUND RESIDENTIAL AND COMMERCIAL DISTRIBUTION

Introduces concepts and practices relating to underground distribution (URD) for residential, commercial, and light industrial consumers of electricity. Topics include: underground distribution materials design; underground distribution systems layout; URD pothead and transformer terminations; tools and equipment; digging, trenching, and shoring operations; underground systems conductor, transformer, switching cubicle, and meter installation; URD systems troubleshooting and repair; manhole and switching cubicle operations; and URD safety.

Competency Areas	Hours
- Underground Distribution Materials Design	Class/Week - 4
- URD Systems Layout	D.Lab/Week - 1
- Underground Terminations	P.Lab/Week - 4
- Tools and Equipment	Credit - 5
- Digging, Trenching, and Shoring Operations	
- Installation Techniques for Underground Systems	
- Troubleshooting and Repair of URD Systems	
- Manhole and Switching Cubicle Operations	
- URD Safety	

Prerequisites/Corequisites: ELD 106, ELD 107

ELECTRICAL DISTRIBUTION

ELD 109 - ADVANCED ELECTRICAL DISTRIBUTION

Presents the principles of and methods for safe live-line work, right-of-way maintenance, and advanced equipment operations. Topics include: line phasing and phase rotation; replacement of components such as insulators, capacitors, transformers, and voltage regulators; identification, care, and use of live-line tools; right-of-way maintenance, such as limb and tree removal techniques; hazardous materials cleanup; and live-line safety.

Competency Areas	Hours
- Line Phasing and Phase Rotation	Class/Week - 3
- Component Replacement	D.Lab/Week - 2
- Identification, Care, and Use of Live-Line Tools	P.Lab/Week - 5
- Right-of-Way Maintenance	Credit - 5
- Hazardous Materials Cleanup	
- Live-Line Safety	

Prerequisites/Corequisites: ELD 106, ELD 107

ELT 102 - ELECTRICITY PRINCIPLES

Introduces electrical theory and principles used in residential, commercial, and industrial wiring applications. Emphasis is placed on electron theory, DC and AC circuits, Ohm's law, test equipment, transformers, and electrical power systems. Topics include: electricity production, electrical formulas, test equipment, transformer fundamentals, and fundamentals of AC and DC circuits.

Competency Areas	Hours
- Electricity Production	Class/Week - 8
- Electrical Formulas	D.Lab/Week - 1
- Test Equipment	P.Lab/Week - 5
- Transformer Fundamentals	Credit - 9
- Fundamentals of AC and DC Circuits	

Prerequisite/Corequisite: MAT 101

ELECTRICAL DISTRIBUTION

ENG 100 - ENGLISH

Emphasizes the development and improvement of written and oral communication abilities. Topics include: basic grammar; language usage; vocabulary; idea development; spelling; outlining; sentence elements; sentence development; paragraph development; revision; listening skills; reading skills; and locating, using, and organizing information. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Basic Oral Communications	Class/Week - 5
- Listening Skills	Lab/Week - 0
- Basic Grammar and Sentence Skills	Credit - 5
- Paragraph Development	
- Reading Skills	

Prerequisite: Program admission level English and reading competency

MAT 101 - GENERAL MATHEMATICS

Emphasizes mathematical skills that can be applied to the solution of occupational/technical problems. Topics include: properties of numbers, fractions, decimals, percents, ratio/proportion, measurement and conversions, exponents, and geometric and technical formulas. Class includes lectures, applications, and homework to reinforce learning.

Competency Areas	Hours
- Properties of Numbers	Class/Week - 5
- Fractions	Lab/Week - 0
- Decimals	Credit - 5
- Percents	
- Ratio/Proportion	
- Measurement/Conversions	
- Exponents and Radicals	
- Geometric and Technical Formulas	

Prerequisite: Program admission level math competency

ELECTRICAL DISTRIBUTION

PSY 100 - INTERPERSONAL RELATIONS AND PROFESSIONAL DEVELOPMENT

Provides a study of human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include: personal skills required for an understanding of self and others; projecting a professional image; job acquisition skills such as conducting a job search, interviewing techniques, job application, and resume preparation; desirable job performance skills; and desirable attitudes necessary for job retention and advancement.

Competency Areas	Hours
- Human Relations Skills	Class/Week - 3
- Job Acquisition Skills	Lab/Week - 0
- Job Retention Skills	Credit - 3
- Job Advancement Skills	
- Professional Image Skills	

Prerequisite: Provisional admission

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Electrical Distribution program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Electrical Distribution program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Electrical Distribution program students to exempt courses in which they are competent.

The Electrical Distribution program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Electrical Distribution program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P] and prerequisites/corequisites are indicated by [P/C].)

Courses		Sequence
ELD 101	Introduction to Electrical Distribution	[P] Provisional admission
ELD 102	Safety for Electrical Distribution	[P/C] ELD 101, ELT 102
ELD 103	Fundamentals of Electrical Distribution	[P/C] ELD 101, ELD 102, ELT 102

ELECTRICAL DISTRIBUTION

ELD 104	Electrical System Maps, Schematics, and Symbols	[P/C] ELD 101, ELT 102
ELD 105	Wiring for Electrical Distribution	[P/C] ELD 101, ELT 102
ELD 106	Powerline Construction, Maintenance, and Repair	[P] ELD 102, ELD 103, ELD 104, ELD 105
ELD 107	Transformers	[P] ELD 102, ELD 105, ELT 102
ELD 108	Underground Residential and Commercial Distribution	[P/C] ELD 106, ELD 107
ELD 109	Advanced Electrical Distribution	[P/C] ELD 106, ELD 107
ELT 102	Electricity Principles	[P/C] MAT 101
ENG 100	English	[P] Program admission level English and reading competency
MAT101	General Mathematics	[P] Program admission level math competency
PSY 100	Interpersonal Relations and Professional Development	[P] Provisional admission

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Electrical Distribution program.

Explanatory Comment

Electrical Distribution program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Electrical Distribution program and elective course work is included in the requirements for program graduation.

Standard Number:
52-03-10

ELECTRICAL DISTRIBUTION

PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Electrical Distribution program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Electrical Distribution program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Electrical Distribution program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

ELECTRICAL DISTRIBUTION

PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Electrical Distribution program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Electrical Distribution program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Electrical Distribution program evaluation is developed and implemented by the administration of the institution, the program faculty, and the program advisory committee. Formal evaluation of the Electrical Distribution program is conducted and documented annually.

The Electrical Distribution program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Electrical Distribution program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Electrical Distribution program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Electrical Distribution program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

ELECTRICAL DISTRIBUTION

The Electrical Distribution program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Electrical Distribution program evaluation results are used to plan program improvements.

ELECTRICAL DISTRIBUTION

PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Electrical Distribution program.

Explanatory Comment

The Electrical Distribution program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Electrical Distribution program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

An Electrical Distribution program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Electrical Distribution program is conducted and documented annually.

The Electrical Distribution program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Electrical Distribution program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Electrical Distribution program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Electrical Distribution program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

ELECTRICAL DISTRIBUTION

The Electrical Distribution program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

ELECTRICAL DISTRIBUTION

PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Electrical Distribution program is conducted.

Explanatory Comment

Acceptable Electrical Distribution program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Electrical Distribution program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Electrical Distribution program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Electrical Distribution program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

ELECTRICAL DISTRIBUTION

PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Electrical Distribution program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Electrical Distribution program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Electrical Distribution program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

ELECTRICAL DISTRIBUTION

PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Electrical Distribution program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Electrical Distribution program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Electrical Distribution program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Electrical Distribution course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each Electrical Distribution course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Electrical Distribution course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Electrical Distribution course is consistent with established program goals and objectives.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Electrical Distribution program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Electrical Distribution program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Evaluative Criteria

The objectives of each Electrical Distribution course are derived from established program objectives.

Electrical Distribution course outlines and lesson plans are based on course objectives.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Electrical Distribution course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Electrical Distribution classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Electrical Distribution program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Electrical Distribution program faculty as part of the instructional process.

Desirable employability skills are integrated into Electrical Distribution course instruction and are modeled by the instructor.

Academic skills are integrated into Electrical Distribution course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Electrical Distribution course.

ELECTRICAL DISTRIBUTION

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Electrical Distribution program faculty.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Electrical Distribution program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is an Electrical Distribution program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Electrical Distribution program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Electrical Distribution program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Electrical Distribution program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Electrical Distribution program develops, implements, and disseminates a written system for evaluation of students.

The Electrical Distribution program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Electrical Distribution program system for evaluation of students requires use of competency-based measures of student performance.

The Electrical Distribution program system for evaluation of students requires use of both formative and summative evaluation.

The Electrical Distribution program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Electrical Distribution program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Electrical Distribution program system for evaluation of students is reviewed annually and revised, as necessary.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Electrical Distribution program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Electrical Distribution program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Electrical Distribution program.

The grading system of the Electrical Distribution program is used to promote student awareness of learning progress.

The grading system of the Electrical Distribution program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Electrical Distribution program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Electrical Distribution program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Electrical Distribution program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Electrical Distribution program is evaluated annually by the program faculty and revised, as needed.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Electrical Distribution program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Electrical Distribution program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Electrical Distribution program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Electrical Distribution program laboratory management procedure.

The Electrical Distribution program laboratory management system is consistent with the goals and objectives of the program.

The Electrical Distribution program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Electrical Distribution program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Electrical Distribution program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Electrical Distribution program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Electrical Distribution program.

Students in the Electrical Distribution program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Electrical Distribution program meet or exceed applicable local, state, and federal health and safety standards.

The Electrical Distribution program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Electrical Distribution program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Electrical Distribution program are available throughout each program area.

Electrical Distribution program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

ELECTRICAL DISTRIBUTION

The Electrical Distribution program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Electrical Distribution program utilizes its advisory committee and other input in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

ELECTRICAL DISTRIBUTION

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Electrical Distribution program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Electrical Distribution program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Electrical Distribution program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Electrical Distribution program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Electrical Distribution program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Electrical Distribution program on the basis of instructional needs.

The Electrical Distribution program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Electrical Distribution program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Electrical Distribution program needs.

ELECTRICAL DISTRIBUTION

The facilities for the Electrical Distribution program are maintained regularly and operated effectively and cost efficiently.

The Electrical Distribution program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

ELECTRICAL DISTRIBUTION

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Electrical Distribution program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assist students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Electrical Distribution program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Electrical Distribution program courses.

The Electrical Distribution program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

ELECTRICAL DISTRIBUTION

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Electrical Distribution program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The faculty of the Electrical Distribution program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

The faculty of the Electrical Distribution program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Electrical Distribution program assists in providing student employment information to the job placement office.

The faculty of the Electrical Distribution program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

ELECTRICAL DISTRIBUTION

The media collection includes multi-media employability information appropriate for classroom and individual student use.

ELECTRICAL DISTRIBUTION

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Electrical Distribution program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

The faculty of the Electrical Distribution program ensures that job retention and advancement competency areas are included in the curriculum.

The Electrical Distribution program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) knowledge of occupational and academic skills;
b) quality work standards;
c) productivity;
d) communication skills;
e) punctuality;
f) problem solving skills;
g) interpersonal skills;
h) confidentiality; and
i) knowledge of the career ladder.

ELECTRICAL DISTRIBUTION

The Electrical Distribution program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) cooperativeness;
b) pleasantness;
c) responsibility;
d) self-control;
e) enthusiasm;
f) flexibility;
g) helpfulness;
h) loyalty; and
i) willingness to learn.

The Electrical Distribution program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Electrical Distribution program faculty assists in providing student employment information to the job placement office.

ELECTRICAL DISTRIBUTION

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Electrical Distribution program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Electrical Distribution program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Electrical Distribution program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Education Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Electrical Distribution program use annual staff development opportunities to assure achievement of occupational and instructional competency.

ELECTRICAL DISTRIBUTION

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Electrical Distribution program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Electrical Distribution program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Electrical Distribution program advisory committee assists with developing short-range and long-range plans.

The Electrical Distribution program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Electrical Distribution program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Electrical Distribution program advisory committee supports the program through public relations activities.

The Electrical Distribution program advisory committee makes recommendations regarding the design and use of physical facilities.

The Electrical Distribution program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Electrical Distribution program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

ELECTRICAL DISTRIBUTION

The Electrical Distribution program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

The Electrical Distribution program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

ELECTRICAL DISTRIBUTION

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Electrical Distribution program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Electrical Distribution program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Electrical Distribution program, in cooperation with the administration of the institution, selects the advisory committee.

The Electrical Distribution program advisory committee includes a cross-section of representatives from program-related businesses and industries.

The Electrical Distribution program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Electrical Distribution program advisory committee includes faculty as ex officio members.

The Electrical Distribution program advisory committee is composed of a minimum of five members.

The Electrical Distribution program advisory committee maintains a base of experienced members while acquiring new members.

The Electrical Distribution program advisory committee members are recognized for their dedication and effort to improve the quality of education.

ELECTRICAL DISTRIBUTION

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Electrical Distribution program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Electrical Distribution programs.

Evaluative Criteria

The Electrical Distribution program advisory committee has an annual program of work on file.

The Electrical Distribution program advisory committee meets a minimum of two times annually on a scheduled basis.

The Electrical Distribution program advisory committee elects officers, including a chairperson and a secretary.

The Electrical Distribution program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Electrical Distribution program advisory committee assists program faculty in developing the agenda for each meeting.

The Electrical Distribution program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Electrical Distribution program advisory committee member prior to each meeting.

The Electrical Distribution program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The Electrical Distribution program advisory committee members are invited to make periodic classroom visits to the institution.

ELECTRICAL DISTRIBUTION

The Electrical Distribution program advisory committee has a quorum present to conduct business.

ELECTRICAL DISTRIBUTION

SPECIAL NEEDS
(Commitment)

Standard Statement

The Electrical Distribution program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Electrical Distribution program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Electrical Distribution program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Electrical Distribution program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Electrical Distribution program.

Electrical Distribution program faculty are prepared, through staff development education, to provide assistance for students with special needs.

ELECTRICAL DISTRIBUTION

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

Course objectives within the Electrical Distribution program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

ELECTRICAL DISTRIBUTION

EQUITY
(Commitment)

Standard Statement

The Electrical Distribution program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Electrical Distribution program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Electrical Distribution program.

ELECTRICAL DISTRIBUTION

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Electrical Distribution program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Electrical Distribution program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Electrical Distribution program.

The Georgia Board of Technical and Adult Education does not discriminate on the basis of age, sex, race, color, religion, national origin, or handicap in its educational programs, activities, or employment policies.